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ABSTRACT

The Art-by-Telephone program, funded under Title III of the Elementary and Secondary Education Act, involved rural high schools in Nevada, Oregon, Idaho, and Utah. The program was designed to offer art instruction from a master teacher to students enrolled in high schools with limited financial resources. Instruction in art was provided by joining a number of widely separated small rural high schools into a conference situation in which all units of the system, including the instructor, were served by a common, 2-way-communication, amplified telephone service. The necessary telephone lines were leased at a special conference service rate for 50 minutes per week. In accordance with a prearranged schedule, the telephone conference operator initiated the necessary line signals to bring all participating schools and a master teacher into a joined, open-line communication setting. Each school was equipped with a telephone amplified receiver and transmitter so that students in any area of their classroom could hear all conversation and could also initiate oral responses. In addition to the amplified telephone equipment, each participating school was equipped with an overhead projector, 35-mm slide projector, tape recorder, and projection screen. The program operated for 2 years and was considered a pioneering success for the Western States Small Schools Project. Eight appendices are included. (AL)

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CLARK COUNTY SCHOOL DISTRICT

VIRGIN VALLEY SCHOOL
ESEA TITLE III

DISSEMINATION AND STAFF TRAINING PROJECT 67-039220

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ART-BY-TELEPHONE

Michael J. Clarke, Master Teacher

DESIGN and EVALUATION

1970

BLAINE W. ALLAN
PRINCIPAL

DAVID N. ANDERSON
PROJECT DIRECTOR

VIRGIN VALLEY SCHOOL
MESQUITE, NEVADA 89024

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PREFACE

Socrates once said that when there is a man wise enough to teach and one sufficiently eager to learn, there is a school, even though the teacher and pupil may sit together upon a log.

Figuratively speaking, a school exists wherever there is a teacher-learner relationship. In some instances a true one-to-one situation is perhaps desirable; in most situations, however, the opportunity to enjoy a semblance of such a relationship - as it is needed by both teacher and pupil - is the desired goal.

In the modern day of education, where there are many pupils and few teachers, the goal of achieving effective teacher-learner relationships would appear to be "out-of-sight" to many. Such a goal might well be out of reach if educators themselves were to continue to do things as they had been done in the past. But if educators will utilize the many aspects of communication which have resulted from the tremendous breakthrough in technological developments, the goal itself is truly within reach.

If, however, the goal is to be attained, the teacher - - the educator - - must utilize the technology and must guard against the possibility that the technology will use the teacher. The teacher must always set the standard of teaching, and must also maintain it.

It goes without saying that a good teacher must possess a high degree of knowledge or information relative to that which he is teaching; he must "know his stuff". But in addition to knowledge, a good teacher must also have insight, imagination, sensitivity, and an empathy with his pupils in order that he may more readily know their potentialities and problems. The truly good teacher will both challenge and inspire students to reach far beyond their normal aspirations; to discover capabilities that they did not know they possessed. The real teacher will do these things, and will utilize whatever resources are available.

Such a teacher is Michael J. Clarke, who teaches art in the Virgin Valley High School at Mesquite, Nevada. His own personal attributes, including imagination, insight, and sensitivity, led to a practical solution to a problem faced by many schools. It was his willingness to try the new and his faith that students would respond favorably that led to the development of the project described in the following pages.

The project, as described, began as an idea: from the idea developed what seems to be a truly unique approach to at least one of the problems in small schools today.

INTRODUCTION

In may 1965, Mr. Michael Clarke demonstrated the use of the amplified telephone to a group of administrators meeting in Tonopah, Nevada. This demonstration impressed Mr. George Behunin to the extent that he corresponded with Mr. Blaine Allan on the possibility of teaching Art-By-Telephone to a group of small schools simultaneously. See Appendix A.

After a series of preliminary discussions involving administrators of several Nevada schools, it was decided that a pilot program, under the auspices of both the local school districts and the Western States Small Schools Project should be conducted. Instrumental in the planning and development of the proposed program were: Lyal Burkholder, Area Director of the Clark County Schools; Daivd L. Jesser, Director of the Western States Small Schools Project for Nevada; Roy Smith, Principal of Wells High School; George Behunin, Principal of Lincoln County High School; David Anderson, Principal of Pahranagat Valley High School; Blaine W. Allan, Principal of Virgin Valley High School; and Michael J. Clarke, art instructor of the Virgin Valley High School. Technical assistance during the planning and operation phases were given by personnel of the Rio Virgin Telephone Company of Mesquite, Nevada.

ART-BY-TELEPHONE

While the idea of Art-By-Telephone resulted from several attempts to apply modern technological skills to the process of education, it had its primary roots in work which had been done in the area of slow-scan television, which is a technique whereby a series of TV images (still photographs) can be transmitted by low cost. Industrial firms and experimental laboratories were seeking possible applications of this process of education. At the same time, education improvement efforts such as the Western States Small Schools Project were exploring technological developments, and especially those in the communications field, as possible partial solutions to their immediate problems.

In 1964 an attempt to cooperatively explore the possibilities of slow-scan television for educational purposes, a group of teachers met with technicians of the Ball Brothers Laboratory in Boulder, Colorado. The group, which was made up of teachers representing several disciplines, had as its main focus the educational uses of slow-scan television.

Mr. Michael J. Clarke represented the Nevada WSSSP at the Boulder meeting, and from the work being attempted with slow-scan TV was able to see the educational possibilities of the telephone and telephone line. Mr. Clarke immediately envisioned the "multiple-location classroom" in which pupils in a number of geographically separate locations would be taught by a "master teacher". With the proper use of the telephone and visuals it would be theoretically possible for any number of pupils from any number of places to listen to the same lecture, view the same illustrations, and still have the potential for a high degree of teacher-pupil interaction. Obviously, such a combination (of technology with basic principles of eductation) would be of considerable benefit to the myraid number of small isolated schools which exist across the land.

While it was (and is) felt that almost any subject might be taught in the manner described, the idea of teaching art in this fashion was especially intriguing. Art is an extremely sensitive subject, and is in reality as broad and deep as life itself. It is interwoven through all facets of our lives - - and it appears in every aspect of our society. It was felt that if an area of the curriculum as sensitive as art could be taught successfully in this fashion, the capability of this mode of teaching would certainly be demonstrated.

DESIGN

Upon completion of the preliminary planning a target date of September, 1965, was set for an Art-By-Telephone program for Virgin Valley, Lincoln County, Pahranagat Valley and Wells.

Many problems arose in putting the idea into actual practice. There were differences in time schedules to be resolved; there were background noises, occasional blurred pictures, irregular sound. But these were mechanical things which could be, and were, quickly resolved.

As always, the chief factor of effective teaching is the teacher. Regardless of his skill, he must be more than a voice out of the darkness or in the back of the room. On the other hand, he cannot as effectively address himself to the air as to people with whom he has personal contact.

Because of the problem noted above, Mr. Clarke decided to make personal visits to each school. He was able to meet each student personally, and after a careful study of pupil personnel cards, was able to become well acquainted with them. In fact, he could almost anticipate their problems and questions.

Once this degree of rapport was achieved, the teaching tempo was stepped up. During the first semester, practically all the work was done in black and white. However, as the semester neared its close and the teacher and students had become better able to communicate with each other, some students began to work in color with remarkable success.

The excitement and glow of creativity has made several want to follow some phase of art as their career; all wanted to continue the class the following semester. See Appendix B, questionnaire.

The basic principales of art are as fixed as those of mathematics: ideas of good drawing - - of perspective, of mass and line, of balance and design - - must be carefully demonstrated and taught. By means of a simple outline illustration, to which are added by overlay the details as the picture progresses, the student makes his first attempts. Then he is encouraged to select his own subject and follow a similar pattern.

In this unique teaching-learning situation eleven high schools - - - the smallest with a total enrollment of twenty-six, and the largest with an enrollment of one hundred-sixty - - - received instruction in art simultaneously from a central source with the aid of the amplified telephone, conference bridge, and coordinated projectuals. (Of the eleven schools which have participated in the Art-By-Telephone project, nine had never been able to include formal instruction in art in their curriculum.)

Each of the participating schools, during the actual lesson, was linked to every other school (as well as to the teacher) by means of a regular conference call placed through the telephone company. Each school was equipped with an amplified telephone which enabled all students to hear what the instructor was saying, and to respond as the need for such occurred. Each school also had a set of transparencies (identical for every school) which were used either in a 35mm projector or on an overhead projector. These components, when used in concert, enabled the instructor to (1) address every pupil in a direct manner, (2) respond to questions raised by pupils, and (3) illustrate his remarks to all pupils at the same time.

The tele-lecture, or lecture-discussion, was presented to the participating schools on a regular basis (in this case, weekly). As has been indicated, materials such as student assignments, transparencies, etc, were mailed out in advance, pupils in each of the locations could then commence work on the assignment immediately following the tele-lecture. In every case the participating schools and recorded the tele-lecture on audio-tapes and thus enabled individual pupils to re-listen to what had been said.

The laboratory method seemed better for everyone. The poorer student does just as well when his work is not compared with an identical attempt by one more apt; the average student works happily at what he is doing, as does the one of better than average ability. But to the rare genius, this method literally gives wings. He may work overtime and on week-ends, he may turn out many quickly, some good and some not-so-good, until finally he approaches the elusive atmosphere which he senses. For him, art becomes a passion, a force which makes school a joy and brings up the level of all his other work.

Though conditions varied in the participating schools, the basic results were the same. At Alamo, the class consisted of only three girls, who carried on without supervision, producing (to the suprise of a state visitor) fully as much good work as did the students of the other schools.

At Wells, an English teacher, Miss Penelope Percher, directed the work, helping with materials, encouraging, and checking attendance. At Lincoln County High School, this was done by the athletic coach. At Hagerman High School, Idaho, Miss Moore, English; Hansen High School, Idaho, Mrs. Allen, Math; Indian Springs, Nevada, Mrs. Gardner, Home Economics; Eagle Valley High School, Oregon, Mrs. Sharp, Home Economics; Pine Valley High School, Oregon, Mrs. Woodley, History; Enterprise High School, Utah, Mrs. Steed, Music. In all cases the students received their weekly packet from Mr. Clarke and mailed their work to him.

The unique experiment, art by long-distance, operated for two years. It was a pioneering success for the Western States Small Schools Project and a demonstration of what can be accomplished when insight is coupled with action. It points the way for many other improvements in the small western schools.

The immediate results, striking as they are, pale before the possibilities. With space erased and number naught, what may not be done? Surely, if so complicated a subject as art can be taught effectively through this medium, why not literature, history or any other? The mechanics of sight and sound may well be perfected to clarify the visual image and to improve reception.

Yet the essential element remains - - - THE TEACHER. He is as dynamo to whose source every student has a direct connection. He generates the spark which sets the machinery in motion, the light which illuminates every lesson, the drive which inspires effort in every listener.

Appendix A

Preston R. Price
County Superintendent
Panaca, Nevada

George Behunin, Jr.
Principal
Panaca, Nevada

LINCOLN COUNTY HIGH SCHOOL
Phone: 728-3735
PANACA, NEVADA 89042

Mr. Blaine Allan, Principal
Virgin Valley High School
Mesquite, Nevada

Dear Sir:

Mr. Jesser was by the school the other day and we had a short meeting. I brought up an idea that had developed out of the secondary principal's meeting at Tonapah a week ago, and he asked me to contact people who might be interested in this type of program.

The idea that I suggested was that it might be feasible for a group of small schools to use the amplified telephone as a group instead of on an individual basis. Specifically what I suggested was that I would be very much in favor of developing a class such as Mr. Clarke's art class on an amplified telephone series that would come into my high school one day a week for a certain period of time, such as a semester. I further suggested that maybe other schools would be interested in this same type of a program. Mr. Clarke could develop a set of visual aides that could be used in each school and then one day a week could give his lecture from Virgin Valley to this group of schools.

In discussing this further, Mr. Jesser asked me if I would contact Virgin Valley, Pahranagat Valley, and Wells High Schools and suggest this idea to them. If there was some interest in this, for me to arrange a date where as the principals of these schools could get together and talk about it and maybe arrange a definite program. If there was interest in this program and a meeting was arrange, Mr. Jesser said that he would like to sit in on it also. This type of program goes along with the proposed objectives of the Western Small Schools for the coming three years, which have not of course been approved yet.

I think that we may be able to develop a program along these lines which would enrich the curriculum of all of our high schools. What I'm thinking is that in some areas I'm sure all of our high schools have some weakness. In my high school I have a weakness in the area of the arts. in which such a class as presented by Mr. Clarke, could help enrich the program for our students. It maybe that in your high school you have some other areas in your curriculum which are weak, and it might be that I have an instructor that could give a similar program which in turn would enrich the curriculum in your school. If we could get together and talk about this we might find that we would have several areas in which we could use an instructor from one school or another to enrich our programs. If we could do this I think it would be well worth our time, in as much as we are small schools and our faculties are limited.

If you are interested in such a program and would be interested in sitting down and talking about this would you please communicate this to me, and suggest a date when you would like to have this meeting. I would suggest we have it between now and the end of school or shortly after so that we could work this into our schedule for next year. If we should decide upon such a program we will have to get it started right away.

I would appreciate you giving this some thought and would appreciate any suggestions that you might have.

Thank you.

Sincerely,

George Behunin Jr.
Principal

GBJr/cw

cc. Mr. Preston R. Price

Mr. David L. Jesser

Appendix B

VIRGIN VALLEY SCHOOL TITLE III PROJECT

ART-BY-TELEPHONE QUESTIONNAIRE
FEBRUARY 1970

1.	Was art ever offered by any other method than amplified telephone while you attended high school?	50% YES	50% NO
2.	How many art classes did you take in high school?	Average - 2	
3.	How many art classes were by amplified telephone?		1
4.	Have you attended college?	21% YES	79% NO
5.	Have you taken any additional art classes since high school?	11% YES	89% NO

ANSWER THE FOLLOWING QUESTIONS IN REGARD TO THE AMPLIFIED TELEPHONE ART COURSE YOU TOOK BY CHECKING THE APPROPRIATE ANSWER:

6.	The information I received while taking Art-by-Telephone was	1% POOR	6% FAIR	22% AVERAGE	39% GOOD	32% EXCELLENT
7.	The manner in which the material was presented was	4% POOR	7% FAIR	19% AVERAGE	40% GOOD	30% EXCELLENT
8.	Compared with all classes I have taken, the amplified course was	1% POOR	4% FAIR	21% AVERAGE	42% GOOD	32% EXCELLENT

9.	As a result of the amplified telephone course, do you feel it motivated you to take other art courses?	53% YES	47% NO
10.	Did the amplified telephone course motivate you to select art as a major or minor in college?	14% YES	86% NO

11. COMMENTS: _____

_____

_____

_____

RETURN QUESTIONNAIRES TO:

David N. Anderson
Project Director
Virgin Valley School
Mesquite, Nevada 89024

ART-BY-TELEPHONE QUESTIONNAIRE COMMENTS

*The comments from all the participating schools were very similar; therefore, we have selected the comments from Pine Eagle High School and Bryce Valley High School.

1. If I were going to college, I would choose art as my major.

2. If I would have gone to college, I would have majored in art.

3. Art-By-Telephone was the most interesting art course I have ever attended. I became an Accounting Major due to lack of ability in art. I liked the art show in Mesquite very much.

4. Amplified telephone is fine for those who are interested, but I was not that interested. A lot of kids said they thought it helped them.

5. The art classes at Blue Mt. Community College where I attend school could be improved a lot by the amplified telephone art courses.

6. The only improvement that I would like to see is that it should be offered again at Pine Eagle High School.

7. I really enjoyed the course and wish it could have been offered before my senior year. Our teacher, Mr. Clarke, presented the material in a very good manner, and I learned an awful lot about art and its different branches that I never knew before.

8. We were already two months into an art program when Art-By-Telephone was employed. Each student was in art class 1 hour every day under my supervision. It was a disciplined, relaxed class and most of the students flourished in this atmosphere. (Comment by Supervising Teacher)

COMMENTS 1 - 8 from Pine Eagle High School at Halfway, Oregon.

9. I have selected art as a minor for now and later possibly a major in Commercial Art. I feel that the Art-By-Telephone is a very effective and worthwhile program especially in small school areas where students otherwise wouldn't have the opportunity to receive such effective or up-to-date materials and information.

10. I enjoyed Art-By-Telephone very much. I learned alot in my art classes. Art is very interesting and I hope to learn more about it.

11. I really enjoyed the program, but would like to have had it extended.

12. I feel the amplified telephone course has helped me to have a deep appreciation for art as well as the beauty in the world around me.

13. Excellent program - should be continued in the future.

14. I plan on taking an art class next quarter in college.

COMMENTS 9 - 14 from Bryce Valley High School at Tropic, Utah.

April 4, 1970

David N. Anderson
Project Director
Virgin Valley High School
Mesquite, Nevada 89024

Dear Mr. Anderson,

I was one of the participating teachers of the Art-By-Telephone Program conducted in 1965-66. I felt it was worthwhile to the students, but felt I benefited more as the teacher.

I believe this was the first actual art program our students had participated in because we are a small school. Mr. Clarke did well by telephone, and his visits inspired the students. As a culminating activity I brought a group of students to Mesquite for the Fine Arts Festival. We enjoyed the festival, and the hospitality of your students, faculty, and patrons. I still have slides of Mr. Clarke, your visiting artist and his painting, your school, and my students by a mesquite tree.

This was my first year teaching again, having left the system to rear a family. I learned the use of the amplified telephone, slide projector, overhead projector, and the opaque projector.

Enclosed you will find a list and part of the addresses of participating students.

If I may be of further assistance, feel free to contact me.

Yours truly,

Ida Allen

Treasure Valley Community College
650 College Blvd. — Phone 889-6493
ONTARIO, OREGON 97914

15 January 1970

Mr. David N. Anderson
Project Director
Virgin Valley High School
Mesquite, Nevada

Dear Mr. Anderson:

I am sorry for the delay in answering your letter, but due to vacations and pressures of business, I have been unable to do so until now.

Below are the comments you requested on the three points listed in your letter.

1. I was delighted with the Art by Telephone in that without it I would have not had an art program at all. I was much impressed with the competency of Mr. Clark on his Art by Telephone which far exceeded any of the teaching staff that I had available at that time.

2. I am delighted to report that I have knowledge of at least three students who went on into the field of art as an avocation after having been exposed to the Art by Telephone.

3. In summary, I was very pleased with the Art by Telephone, its affect on students and the stature it gained in the curriculum in our small high school.

Were I given the same set of circumstances, I assure you, I would be the first to contact you to repeat the process.

Sincerely,

Otis K. Murray
Dean of Students

jw

Appendix C

Art Instruction by Telephone

Project Report

by

Loraine Woodbury

Allan Laidlaw

Sponsored by

Western States Small Schools Project,
Nevada State Department of Education

Introduction

At the request of Mr. Blaine Allan, Principal of the Virgin Valley High School and Mr. Michael Clarke, art teacher at Virgin Valley High, Dean Loraine Woodbury and Dean Allan Laidlaw, of Dixie College, visited each of the schools participating in the Western States Small Schools Project "Art By Telephone." An attempt was made at each school to visit with the principal, the teacher assigned to the art class, some of the students taking the class, and a few of their parents. The purpose of the visits was to assess reactions to the classes and to determine if there was a desire to continue in the program.

On December 20, 1965, Dean Laidlaw attended the class at Virgin Valley High School during the broadcast while Dean Woodbury observed the class at Wells. On January 5, 1966, both evaluators visited a session of the art class at Lincoln County High School and then traveled to Alamo to visit with Principal David Anderson and all the students who take the class.

Since the number of persons interviewed is small our report will cover only the more general reactions to the program.

Students

In the three schools, Wells, Lincoln and Alamo, there are 42 students enrolled in the art course. Since there was not enough time to interview every student, a random sample was taken at each school except Alamo where all three of the participating students were interviewed. A total of 12 students were interviewed. It should be pointed out that since the sample is small, only those comments and reactions which were expressed by more than one student are included in the report.

Ten of the 12 students interviewed said they liked the class and expressed a desire to continue at least for the remainder of the year. Three persons expressed a vocational interest in art and said they wished to continue their training beyond high school.

Most students felt visual aids used each week were effective and provided them with enough insight in technique development.

Seven of the 12 felt that the telephone art instructor was a very interesting and effective teacher and that telephone teaching was almost as effective as having a qualified art teacher in the classroom.

Five said they would rather have telephone teaching than an inexperienced teacher or no program, but they felt they gained more when the instructor visited the classroom. They felt the first visit should be made at the beginning of the course.

Nine of the 12 commented that they had difficulty hearing or understanding due to voice fading or from static or other noises over the phone.

Four mentioned the disadvantage of being required to wait until next Monday to ask questions which arose during the week.

Two students said they felt to shy or reluctant to ask questions --

especially before they met the telephone teacher -- over the phone while class was in session.

Principals

In spite of the time zone differential scheduling did not prove to be a difficult problem; however some inconveniences occured when Pacific Daylight Savings time was discontinued.

If the present cost, which is being paid by Western States Small School Project, were to be shared by all participating schools the cost of the program would not be a critical factor. If participating schools are required to share one-half the salary of the art teacher, the increased cost to each school could be a limiting factor. The principals, however, felt they would still like to participate in spite of the increased cost.

In general all principals felt that the art program was successful and that in spite of a few problems it was a distinct advantage over no program. They wished to see the program continue. There appeared to be a feeling among them that there is a potential in telephone teaching for other instructional programs.

Teachers

At alamo no art teacher is assigned but the other teachers interviewed felt the program was meeting student needs which had not been satisfied until the telephone program was developed. They felt the art class was providing students with an important medium of self expression which was not possible in the absence of an orgainzed art program. The supervising teacher at Lincoln County High School felt the art program had motivated one girl he considered a drop-out. The teacher stated the girl's attitude towards school had changed completely since enrolling in the art class, and he felt she had decided to continue in school as a result of her success and interest in art.

Parents

An attempt was made to interview several randomly selected parents at each of the three schools in the study. Due to limited time in each community, only three parents were found at home, consequently this sample cannot be completely reliable. From those interviewed, it appears that the parents are aware their children are taking art but they are not aware of any interest or progress their children are making.

Observations and Suggestions

1. Telephone teaching, as observed in this study, is beneficial to small schools that have had no art programs. It is suggested the program continue.
2. A trained teacher in the classroom in considered more effective than telephone teaching, but telephone teaching is much better than no program or a program utilizing an untrained art teacher.
3. The art teacher should visit each school near the beginning of the course. Some students felt more at ease and participated more effectively in the program once they had met the teacher. The importance of a personal relationship was demonstrated here.

4. It is believed that much of the program success is due to an enthusiastic and well-trained teacher. These traits are even more important for telephone teaching than for a regular classroom teacher.
5. If the program is to continue, definite improvement is necessary in the audio system. This infers at least one of the following: a) better telephone transmission, b) better amplifiers, c) better speakers, d) better connections between these, or e) a combination of all four.
6. It is suggested that contact with the teacher over the phone twice each week would prove much more effective. This will allow more questions and answers.

Appendix D

ART-BY-TELEPHONE
Sept. 1966 - May 1967

1. CONFERENCE CALL LINE COST

Number of calls.....34

Total cost.....$1258.90

Average cost per call.....$36.80

Number of schools.....7

Average cost per school per vear.....$180.00

Average cost per school per call.....$5.25

Number of students enrolled.....273

Average cost per student per year.....$4.60

Average cost per student per class.....13 1/2¢

2. EXTRA CALL MADE TO PROJECT SCHOOLS

School	Number extra calls	Total minutes	Average time each call	Total cost	Average cost per call
Enterprise	6	30	5	$4.60	$.77
Hagerman	10	48	4.8	$21.05	$2.10
Halfway	14	96	6.8	$46.30	$3.30
Indian Springs	5	21	4.2	$7.35	$1.47
Kimberly	3	14	4.6	$6.60	$2.20
Richland	1	3	3	$2.00	$2.00
Tropic	9	71	7.9	$14.20	$1.58

Appendix E

STUDENTS PARTICIPATING IN ART-BY-TELEPHONE
1966 - 67

Indian Springs High School (Nev.)

Debra Ayers
Bobby Barger
Ricky Byrd
Loretta Brooks
David Cozart
Arthur Cozart
Carol Cowart
Bobi Carmickaci
Loraine Conrad
Ronald Deacon
Liz Elston
Jim Egan
Roger Gharmley
Clarice Guertler
Gale Garner
Jeany Giesler
Chester Giesler
Gordon Hayes
Tommy Heperling
David Hurlbart
Sandra Hunt
Arthur Hansen
Sandy Hooper
Nancy Hensyel
Ronald Johnson
Peter Jeunemann
Roxanna Jarred
Keith Kensyel
Richard Knepper
Becky McCoy
Patty McCoy
Dave Mock
Sherry Neese
Marlene Neese
Marilyn Pool
John Posch
Melissa Payne
Harry Simmons
Rick Strong
Gary Souniun
Linda Thornton
Stephen Tholcher
Randy Wise
Edna Weed
Juincy Vineyard
Martha Merritt
Al Shifflett

Pine Eagle Valley High School (Ore.)

John Allen
Ramona Andes
Don Aubrey
Mark Butler
James Bronson
Jackie Betschart
Pam Bennett
David Ball
Benne Caldwell
Rose Crow
Rose Crane
David Dean
Jeana Davis
Nancy Dillman
JoAnn DelCurto
Richard Douglas
Cathy English
Sherry Foss
Shirley Futrell
David Huttenball
Bill Huttenball
Tim Mikesell
Ronald Miller
Janice McGill
Carman Masterson
Don Miller
Bill Minnick
Lynn Muir
Deanna Miller
Dallas Massey
Jennie Ordway
Kay Kimes
Rex Holcomb
Norma Pinnon
Patty Smit
Diane Slattery
Susan Stover
Irene Simmons
Linda Ghrist
Connie Hensley
Alaina Miles
May Riley
Ed Riley
Pam Shepherd
Linda Shepherd
Janice Speelman

Hagerman High School (Idaho)

Ricky Adams
Dick Bennett
Ruth Chick
Brenda Clark
Dale Kremes
Randy Hill
Jenalee Jensen
Mildred Akers
Jim Duggun
Linda Phillips
Bill Partin
Mike Smalley
Marla Waite
Wallie Akers
Mike Jensen
John Blunt
John Bayer
JoAnn Berry
Greg Caston
Karen Carry
Douglas Glauner
Pam Holt
Jolinda Jensen
Deb Larson
Susie Turner
Barbara Laca
Renie Laughlin
Mike Sellers
Deb Waite
Cindy Neal
Fonda Hinton
Rickie Hinton
Karen Barton
Neda Behrems
Ronnie Caster
Cathy Foote
Velda Howland
Tony Hendrickson
Eldon Kennel
Roger Laughlin
Penny Peck
Craig Laughlin
Kim Reed
Kirk Strawser
Bob Bonning
Linda Laughlin
Loretta Jensen
Debera Farson
Becky Bauer
Kristi Choules
Sofia Campos
Charlie Gridley
Larry Hill
Kathy Jones
Karen Lage
Clara Gridley
Pat Smalley
Greg Nicholas
Rosanne Roberts
Jeff Wilson
Kenny Clements
Kristy Elliott
Mariet Gilmore
Jerry Leving

STUDENTS PARTICIPATING IN ART-BY-TELEPHONE
1966 - 67

Hansen High School (Idaho)

Patty Brown
Randy Corthell
Mary Ann Hildreth
Sherry Pollard
Fredericka Wheeler
Lynn Pearson
Jeana Calico
Virginia Holmquist
Deon Pettygrove
Danny Vawser
Greg Moore
Steve Brodine
Clayton Gunter
Casey Mori
Katie Rasmussen
Steven Mass
Jerry Gunter
Darrell Dalrymple
Holly Johnson
Dennis Pollard
Roger Perkins
Pamela Boulton
Vernon Davis
Robert Heath
Jerry Pollard
Chuck Van Zante
Jim Hopkins
Carl Crockett
Lynn Harmon
Tom Moss
Kathy Scofield
Deanna Dalrymple
Alan Bodily
Mike Edwards
Debbie Mothershead
Shane Reynolds
Mark Barnes
Cliff Barnard
Walt Freestone
Bob Lucich
Terry Russell
Sandra Fredrickson
Verl Butler
Sammy Davis
Cindi Hill
Leslie Pollard
Delores Wright
Vicki Ball
Susanne Holmquist
Roger Brinkman
Kevin Stanger
Chuck Daw
Gary Bodily
Robert Haynes
Frank McCreary
Shawna Stanger
Lloyd Sears
Connie Brashier
Ivis Davis
Stanley Johnson
Judy Pollard
Brant Walton

Bryce Valley High School (Utah)

Greg Richards
Barbara Duke
Richard Clarke
Cornell Willis
Kirk Chynoweth
Geff Pollock
Lonnie Pollock
Gary Clark
Steve Willis
Bob Jo Ott
Larry Rose
Leo Chynoweth
Ben Baugh
Douglas Ahlstrom
Leon Stewart
Harrison Craig
Dal Nelson
Martin Rich
Jack Nelson
Clifford Mathews
Quinn Willis
Galen Rose
Evon Rose

Enterprise High School (Utah)

Terry Adams
Romona Bowler
David Barlow
Jonny Banks
Donnene Crawford
Kenneth Gardner
Randy Jones
Joseph Hadley
Jan Holt
Raelene Jones
Gaylene Jones
Trudee Robinson
Staheli Grant
Elwin Sagers
Randy Terry
Marilyn Terry
Susan Thomas
Janis Twitchel
Preston Truman

Appendix F

EVALUATION OF ART-BY-TELEPHONE

By Michael J. Clarke
Master Instructor

Art-By-Telephone was the result of an experimental workshop of slow-scan television and its use in the classroom. Western States Small Schools Project invited six teachers representing different fields to participate in a two day project with Ball Brothers research lab at Boulder, Colorado. The project was to try and adapt their teaching field to the slow-scan TV concept. The end product was to introduce into many schools by telephone and slow-scan television a master teacher from one central school to enhance programs over a wide area involving a large number of students in many different schools.

I represented the Virgin Valley High School and also the Arts. After returning I felt that the small schools could not afford the sophisticated electronic equipment necessary for a slow-scan television setup. And out of this came the idea that visual aids made up in a packet series and shipped to the different schools ahead of time could be used with an overhead projector and then involving the amplified telephone as the same end product could be brought about as the slow-scan television project proposed. Fewer personnel, less equipment and much less expense made it possible for small schools with limited budgets to participate. Out of this reasoning came the Art-By-Telephone Concept.

Dave Jesser, Director of the Western States Small Schools Project in Nevada, asked me if I would demonstrate this concept to the principals and school administrators of Nevada and I accepted. The first Art-By-Telephone was taught in a forty-five minute class in Mesquite to the administrators at the Tonopah High School. Mr. George Behunin petitioned the Western States Small School Directors to sponsor the first state wide Art-By-Telephone class. With Mr. Jesser's permission I set up a one semester course involving Wells High School, Northern Nevada; Lincoln and Alamo High School, Central Nevada; and our own Virgin Valley High School in Southern Nevada. The first semester was so successful that we extended it into the second semester.

The following year we involved four states. Two schools from Oregon, Idaho, Utah and Nevada participated in the project and saw an increased success.

Problems that had to be overcome were quality equipment in each school and coordinating the program with the conference operator in Salt Lake City and maintaining a quality receiving voice during the class session. First, to overcome this problem the telephone districts involved coordinated their work through the Rio Virgin Telephone Company, who sponsored the telephone equipment at the Virgin Valley High School. Second, the conference operator was scheduled to automatically set up the conference call in all the schools and then to call me, and the class was started immediately. The third major problem was to put together the visual aids and have them in each school throughout the four states in time for the class session. This problem was finally solved by sending the necessary material several weeks in advance, also the condition in which some of the material arrived by mail was unsatisfactory. At times the overlays were damaged or lost in shipment, and this problem was solved by early shipment of materials giving sufficient time to replace the damaged or lost materials in time for class. Problem number four was getting the students in different schools to respond and to open up over

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the telephone to me and the other schools. It was discovered that after I had visited each class and become personally acquainted that there was a freer one to one exchange and also group to group communication by telephone. I discovered that photographing material in each area resulted in a freer expression by each school. The grading and evaluation of the work was the fifth and major problem. Each school would send the student work to me weekly. I then evaluated and returned the student work to each school with comments helping each class teacher to grade according to their own system.

The highlight of the course was setting up an exhibit involving each school and inviting them to participate in an art festival at the Virgin Valley High School. This turned out to be an overwhelming success. The exhibit then went on tour of each of the participating schools.

My evaluation of the effect of the program in each of the areas is basically the same. First, art for the first time was introduced into the schools involved, broadening and enhancing existing programs. Second, the art level of each school community had a remarkable change resulting in art display. Third, the individual students developed an interest in art, resulting in several students majoring or minoring in art in their college or university studies. It is my belief that this type of teaching can and should continue. It is the cheapest and the the best way I know to bring the master teacher concept into the isolated small school area. If you can teach a visual subject by this method then with the proper orientation, the field should be unlimited. This has been the most gratifying of all my teaching experiences, one I shall never forget.

Appendix G

NOMINATION FORM: 1967 Pacemaker Awards

Mail before February 1, 1967 to: Your State Education Association
or
Your State Department of Education

Name of School or School System Virgin Valley Schools - Clark County School Dist.

Address Mesquite, Nevada 89024

Telephone Number 702-346-2381

School Principal (if individual school) Blaine W. Allan

School Superintendent (if school system) Dr. James L. Mason

Other Staff Authority on Nominated Program Lyal W. Burkholder, Director, Clark Zone, CCSD; Dr. David A. Sands, Assistant Superintendent for Instruction, Clark County School District; Dr. Charles B. Watts, Director, Department of Education Services, Clark County School District

Nonstaff Persons in Position to know about nominated activity (list names, addresses, telephone numbers)

Dr. Lorraine Woodbury, Adm. Ass't, Dixie Junior College, 740 E. 200 So., St. George, Utah 801-673-3547

Dr. Allan Laidlaw, Dean of Students, Dixie Junior College, 740 E. 200 So., St. George, Utah 801-673-3547

Dr. Jack Davis, Director, Sec. Ed., University of Nevada, University Avenue, Reno, Nevada 702-323-2081

Length of time nominated program has been in operation Since September 1965 & cont.

Number of students involved in nominated program (app.) 1965-66: 54 1966-67: 242

Level of education involved (preschool, elementary, etc.) Secondary grades 7 - 12

Type of community (big city, suburb, etc.) Rural agricultural; population less than 1800

Please use the back of this page to describe the program you are nominating. State clearly the program's objectives, explain any advance study, research and planning needed to precede the program, and describe results to date. Your summary should include sufficient information to give judges an overall understanding of the program. Supporting materials including news clippings, pictures and samples of printed materials may be included, but please do not submit bulky materials such as scrapbooks and other voluminous materials.

Your name and title Lyal W. Burkholder, Director, Clark Area Zone

Address 2832 East Flamingo Road, Las Vegas, Nevada 89109

Telephone 736-5475

Description of Program Nominated

I. OVERVIEW

The program is designed to offer instruction in art from a master teacher to students enrolled in small rural high schools that are limited in financial resources for the employment of staff specialists. Instruction in art is provided by joining a number of widely separated small rural high schools into a conference situation in which all units of the system, including the instructor, are served by a common, two-way communication amplified telephone service. The necessary telephone lines are leased, at a special conference service rate provided by the telephone company, for a period of fifty minutes per week. In accordance with a specific prearranged schedule, the telephone company conference operator initiates the necessary line signals that brings all participating schools and the instructor into a joined, open line communication setting.

Each school is equipped with a telephone amplified receiver and transmitter so that students in any area of their classroom may hear all line conversation and may also initiate oral response.

In addition to the amplified telephone equipment, each participating school is equipped with an overhead projector; 35mm slide projector; tape recorder; and projection screen.

II. PROGRAM OBJECTIVES

A. To enrich the curriculum offerings of small rural high schools

B. To determine the effectiveness with which the creative, manipulative skills and the aesthetic values associated in art expression can be developed by students receiving instruction from a master, technically trained and skilled art teacher by means of amplified telephone and receiving only monitor, on-the-site supervision from teachers who have no significant background in art training.

C. To provide opportunity for broadening experiences in immediate purposeful and educationally meaningful oral communication among students in widely geographically separated schools.

D. To provide students an opportunity for developing individualized and independent study capabilities.

III. ADVANCE STUDY, RESEARCH AND PLANNING NEEDED TO PRECEDE PROGRAM

A. A number of workshops were conducted, under the direction and finance of the Western States Small Schools Project, designed to study the problems of the teaching and learning process as they are peculiar to the amplified telephone communication method. Mr. Michael J. Clarke, the Master Teacher for this program, participated in two of these workshops. Full financial support for Mr. Clarke's workshop attendance was provided by the Western States Small Schools Project, David L. Jesser, Director.

Description of Program Nominated (Continued)

B. A participating school must first recognize and accept the need for this particular type of instruction.

C. Participating schools will need to provide:

1. an installed system for amplified telephone reception and transmission, one classroom.

2. one or more overhead projectors.

3. one or more 35mm slide projectors.

4. the necessary schedule and student daily program provisions required to meet the needs of the program.

5. funds for telephone line charges and other instructional materials.

6. a supervising staff member.

IV. PROGRAM OPERATION

A. Visual materials for slide projection and overhead transparencies are prepared in advance by the instructor and mailed to participating schools. These materials are numbered for quick identification and reference.

B. The telephone company conference operator in accordance with pre-established time schedule, initiates the necessary line signals that bring all participating schools into an amplified telephone conference situation. Telephone conference classes are conducted weekly.

C. At this time, the instructor initiates and conducts the teaching comments and responds to student questions. All students in all classes can hear and participate in all teacher and inter-school conversations.

D. At the close of the telephone lesson, the instructor gives the assignment for the following week. At the conclusion of the week, the local supervising teacher collects the materials students have prepared in response the this assignment and mails these materials to the master teacher.

E. The master teacher prepares a critique on all submitted materials from each school; the critiques are tape recorded and a tape copy applicable to each school is mailed to participating schools.

F. The master teacher makes a personal visitation to all participating schools approximately once each six-week period. The Virgin Valley Control Class provides to the instructor a means of evaluating the effectiveness of procedural techniques.

Description of Program Nominated (Con'd)

V. EVALUATION

A. During the first visit of the master teacher to participating schools, there is usually little evidence of art expression in terms of art items in the classroom and other areas of the school. On each subsequent visit more and more items of art are observed throughout the school. There is a general improvement in the art level of the participating school.

B. Critical evaluation of art items submitted to the master teacher in response to weekly assignments is made.

C. At the close of the course, items of art prepared throughout the course by participating students are combined in an exhibit situation with the annual Virgin Valley Art Festival. This provides an opportunity for the master teacher, local supervising teacher and participating students to recognize the growth achieved by individual students and the overall art level improvement achieved by participating classes and schools. It provides opportunity for individual and school growth comparisons. The Festival Exhibit provides a group conference situation through which students and supervising teachers critique the total year's program. Professional artists of national stature are obtained to serve as guest consultants.

D. In the process of evaluating the method of instruction in art by amplified telephone, it is necessary that full appreciation and understanding be extended to the geographic scope of the project together with the specific characteristics of the schools being served.

1. The instruction originates from the Virgin Valley High School at Mesquite, Nevada. This school has an enrollment of 360 pupils, K-12. The school employs an art instructor, Michael Clarke, who is an exceptionally strong teacher in art skills and dedication to his profession. Mr. Clarke is creative in his thinking and responds with resourcefulness to all challenges of meeting the educational needs of youth.

   Mesquite, Nevada is a rural agriculture community located ninety miles from Las Vegas, Nevada which is the nearest metropolitan area of more than 25,000 population.

2. The schools served by the Art-By-Telephone Project are located in four states: Utah, Idaho, Oregon and Nevada. The schools served are briefly described as follows:

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V. Evaluation (Cont'd)

1965-66

Name of School	Location	Total Enrollment 7 - 12	No. of Students Enrolled Art-by-Telephone Project
Alamo High School	Alamo, Nevada	45	3
Lincoln County High School	Panaca, Nevada	200	25
Wells High School	Wells, Nevada	175	20
Virgin Valley High School	Mesquite, Nevada	162	9

1966-67

Indian Springs Jr. High School	Indian Springs, Nevada	105	47
Bryce Valley High School	Tropic, Utah	160	23
Enterprise High School	Enterprise, Utah	200	19
Hagerman High School	Hagerman, Idaho	200	65
Pine Valley High School	Halfway, Oregon	180	44
Eagle Valley High School	Richland, Oregon	90	9
Hansen High School	Hansen, Idaho	200	66
Virgin Valley High School	Mesquite, Nevada	162	15

3. The type of community served, the approximate population and the distance from Mesquite, Nevada is as follows:

Community	Type of Economy	Total Population	Distance From Mesquite, Nevada
Indian Springs, Nevada	Agricultural & Indian Springs -- Air Force Base	1500	135 miles
Tropic, Utah	Agricultural (3 small village & Bryce Nat. Park	1000	170 miles
Enterprise, Utah	Agricultural	1500	100 miles
Hagerman, Idaho	Agricultural & Snake River Dam	1500	550 miles

V. Evaluation (Cont'd)

Community	Type of Economy	Total Population	Distance From Mesquite, Nevada
Halfway, Oregon	Agricultural	1000	725 miles
Richland, Oregon	Agricultural	500	700 miles
Hansen, Idaho	Agricultural	1600	530 miles

Appendix H

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Virgin Valley

The Pacemaker

Biggest Little School In America

VOL. I No. 1 | MESQUITE, NEVADA | January 1968

Virgin Valley Schools Cited As NEA Pacemaker at the 1967 Convention

PACEMAKER AWARD - Michael Clarke, left, art teacher, and Blaine Allan, Principal, Virgin Valley schools, present the Pacemaker Award to School Trustee Dell Robison of Logandale, Alick Mackie, Boulder City trustee, looks on.

The Virgin Valley Schools in Mesquite, were named in Minneapolis as Nevada's "Pacemaker" in education improvement in a nationwide school recognition project sponsored by the National Education Association and Parade, the Sunday Newspaper Magazine.

The school system is being cited for devising a program Teaching Art by Telephone for students in small rural high schools in Clark County.

In addition to the Nevada award, schools or school systems in 23other states and the District of Columbia were cited. "for leading the way to better education for America's youth" by Parade Editor Jess Gorkin and NEA President Irvamae Applegate.

Teaching Art by Telephone, a unique project designed to offer instruction in art from a master teacher to students enrolled in small rural high schools was started in the Virgin Valley Schools in 1965. In the beginning, four small Nevada schools participated, but this past year the project has been expanded into the neighboring states of Oregon, Utah and Idaho.

VIRGIN VALLEY SCHOOLS

Virgin Valley Schools, Mesquite, Nevada, is one of seven high schools in the Clark County School District which comprises all of Clark County, Nevada. The District covers an area of 8,000 square miles, has a school population of 62,000 students, and employs upwards of 2,500 classroom teachers. Virgin Valley Schools have an enrollment of 365 (K–12) and operate on a 6–6 plan. The high school, accredited by Northwest Association each year since 1939, has 165 students. The staff includes fourteen teachers in the high school and eight in the elementary with a special education teacher and a full–time librarian. Sixty–five to seventy percent of the graduates continue their education with approximately half of them completing college graduate work.